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ABSTRACT

The purpose of this study was to review and study the aspects of seventh- and eighth-grade programs located in elementary school buildings in contrast to seventh- and eighth-grade programs in junior high school buildings. Several separate studies were designed and conducted to gather data. One study consisted of a survey of 10 percent of all seventh graders in the school system. A second approach consisted of comparative case studies of four different seventh- and eighth-grade programs, two operating in junior high schools and two operating in elementary schools. The final aspect of the investigation involved compiling and organizing statistical data describing both kinds of programs. Findings indicate that seventh graders attending both elementary schools and junior high schools share a positive attitude toward the academic learning experience in their school and toward the family as a source of help with questions or problems about sex or family life, and a negative view concerning the poor general behavior of most students and the poor reputation of their school in the community. Among the differences is the availability of more diverse facilities, curricula, and extracurricular activities in the junior high schools.
(Author/IRT)

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Public Schools of the District of Columbia

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A COMPARATIVE STUDY OF SEVENTH AND EIGHTH GRADE PROGRAMS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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EA 010 702

Prepared by
Division of Research and Evaluation
February 1978

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SUMMARY

Purpose and Procedures

In April 1977, the Division of Research and Evaluation began a study of seventh and eighth grade programs in the Public Schools of the District of Columbia. For the school years since school year 1974-75 certain seventh and eighth graders had been given an opportunity to enroll in elementary school buildings which had expanded their elementary curriculum offerings to include the secondary level. Interest developed at several additional elementary schools for a similar extension to the seventh and eighth grade levels; however, the school administration deemed it appropriate to place a moratorium on such extensions until a study could be made of the types of programs for seventh and eighth grade students.

The approach taken was to pursue three lines of inquiry: a survey of seventh grade students in both elementary and junior high school buildings, two intensive case studies of four different programs, and a compilation of statistical data describing the characteristics of the junior high school and elementary school buildings and students. This report presents the results of those studies and the recommendations based upon them.

Findings

The results from the survey and case studies indicate that:

- Seventh graders attending elementary schools and those attending junior high schools share some common attitudes, both positive and negative, and some common characteristics (see Figure 1, p. 12):

  - A positive attitude toward the academic learning experience in school as evidenced by -

    1) a high opinion of academic course offerings and a high level of educational aspiration, supported by similarly high parental expectations,

    2) a positive view of their own academic abilities and the importance of getting good grades,

3) a pattern of regular attendance,

4) little worry about being hurt at school.

- A positive attitude toward the family as a source of help with questions or problems about sex or family life.

- A negative view concerning the poor general behavior of most students.

- A negative view concerning the poor reputation of their school in the community.

. The program and situation of seventh graders attending elementary schools and those attending junior high schools differ in some aspects:

- Seventh graders in junior high schools are offered a more diverse curriculum and the facilities to accommodate such a curriculum than seventh graders in elementary schools.

- Seventh graders in junior high schools are offered a greater variety of extracurricular activities in which to participate than seventh graders in elementary schools.

- Seventh graders in junior high schools are also different from seventh graders in elementary schools in terms of distribution of ethnic backgrounds and influence of parents in determining which kind of school (elementary or junior high) would be attended by their child.

. The differences in course and extracurricular offerings cause concern among the selected sample of teachers interviewed in the case studies and also among the seventh graders in elementary schools. In fact, they are the major source of the negative attitudes which separate the views of elementary school seventh graders from those of their peers who attend junior high school.

. Although the opinion of the students that the behavior of most of the students is "poor" may reflect a general view, exceptions to this may be found in individual schools. It should be pointed out that the findings of the case studies were that observers and teachers rated student behavior as "excellent."

The findings from the compilation of statistical data indicate that:

- The addition of seventh and eighth grade classes in elementary school buildings has been a major cause for a decrease in enrollment at certain junior high schools at a time when such decreases were not expected to occur. The possibility exists that increasing elementary school enrollments by adding seventh and eighth grades at the expense of some junior high schools is not the appropriate action.

- Junior high school buildings are generally in poorer general maintenance condition, are older, and the majority are still over-enrolled compared to their building capacities.

- The seventh and eighth grade students enrolled in elementary schools represent a higher socioeconomic status than that of the students enrolled in most junior high schools.

- The percents of seventh and eighth grade students absent between 1973-1977 in the junior high schools compared to elementary and other schools, were generally higher and this reflects the city-wide trend. For the one year when attendance data on seventh and eighth grade students in elementary and other schools were reported separately from data on students in grades 1-6 (1976-77), only one group of seventh and eighth graders had a better attendance record than the elementary students.

- Limited data from samples of the total city-wide seventh and eighth grade population tested by standardized tests indicate that 75% of the reading and mathematics scores of the classes of seventh and eighth grade students housed in elementary buildings were at or above grade level, whereas 12% of the reading and mathematics scores of the junior high school classes were at or above grade level.

Recommendations

On the basis of the data resulting from the student survey, the two case studies, and the compilation of additional statistical data, the Division of Research and Evaluation recommends that:

1. The moratorium on the addition of seventh and eighth grade programs in elementary level buildings be continued.

2. The differences in opportunities for seventh and eighth grade level students now in elementary buildings be eliminated by providing programs and facilities comparable to those in junior high school buildings. If elimination or substantial reduction of the inequities is not feasible, the implications for continuing the program should be discussed with the parents and staff of that particular school.

3. The differences in attendance levels between elementary students and seventh and eighth graders, regardless of the building in which they are enrolled, be investigated with a view toward implementing plans to lower the percents of students absent in the seventh and eighth grades.

4. The differences in socioeconomic status and test results for seventh and eighth grade students housed in different buildings be considered as issues to be carefully studied.

5. Careful consideration should be given to the academic, social, and emotional impact of eighth grade students' adjustment to a one-year program (ninth grade) in another building before entering senior high school.

6. A study group be assigned the task of considering alternative pre-K-grade 12 organizational patterns which could accommodate the impact of different numbers, ages, and types of students that are projected for the immediate and long-range future.

7. The alternative organizational patterns be developed in a manner compatible with the school system's comprehensive educational plan.

INTRODUCTION

Since the school year 1974-75, the opportunity for seventh and eighth grade students to choose to enroll at either an elementary or a junior high school building has been provided in several locations by the Public Schools of the District of Columbia. During this time certain elementary schools have extended their grade span to include seventh and eighth grade classes. A variety of reasons have formed the basis for such extensions. As elementary school enrollments have declined and space has become available, schools previously housing only grades pre-kindergarten to six added seventh and eighth grade classes. Anticipating the broad impact of similar action by other schools, the school administration imposed a moratorium for the 1977-78 school year on new grade span extensions. The purpose of the moratorium was to enable the school administration to review and study the aspects of seventh and eighth grade programs located in elementary school buildings in contrast to seventh and eighth grade programs at junior high school buildings. Therefore, in April 1977, the Division of Research and Evaluation was requested to conduct a study relative to the seventh and eighth grade programs.

The approach taken by the Division of Research and Evaluation was to design and conduct several studies over a period of time in order to secure data. One study consisted of a survey of 10% of all seventh graders in the District of Columbia Public Schools. Additional investigations were comparative case studies of four different seventh and eighth grade programs, two operating in junior high schools and two operating in elementary schools. The final aspect of the investigation involved compiling and organizing statistical data relative to a description of both types of programs. The purpose of the 10% survey was to gather information for a "profile" of seventh graders by asking their opinions about various aspects of their school experience and to determine differences, if any, between seventh graders attending elementary schools (hereafter designated at 7thEL) and seventh graders attending regular junior high schools (hereafter designated as 7thJR). Data from the observations of the case studies and from the compilation of the relevant statistical reports supplemented the information collected via the self-reports of the students.

METHODOLOGY

Sample

Survey

The population surveyed consisted of 756 seventh graders--613 from two classes in each of 15 different regular junior high schools and 143 from one class in each of 6 different elementary schools.

Appendix A lists the schools participating in the survey. Each geographic region in the city was represented and the sample consisted of slightly more girls (394) than boys (362).

Case Studies

The case studies were conducted by two university professionals trained in the anthropology of education. They observed classes and interviewed faculty and some parents in each of the schools. Each observer compared one program in an elementary school to one program in a junior high school. Appendix A also lists these schools.

Compilation of Statistical Data

Information from various offices of the school administration provided data relevant to the following topics: enrollment trends prior to and after addition of seventh/eighth grades (Division of Research and Evaluation); age, capacity, and maintenance condition of facilities (Division of Buildings and Grounds); attendance patterns (Division of Research and Evaluation and Division of Automated Information Services); test scores and grades (Pupil Appraisal Branch, Office of Instruction).

All schools (junior high, elementary, and elementary schools designed to house seventh and eighth graders) which have served seventh and eighth grade students since 1974 were included in the reports.

Instruments, Procedures, and Data Analysis

Survey

The survey questionnaire was developed by the Division of Research and Evaluation and administered to the students during the week of May 17, 1977, by personnel of the Division. The questions were read aloud to each class. A copy of the questionnaire is presented in Appendix B. Students were given an additional sheet after they completed the questionnaire on which they were invited to respond to the question: "If you were talking with the Superintendent about school, what would you tell him?"

In addition to simple descriptive statistics provided by a frequency distribution of computer-scored answer sheets from the questionnaire, a more sophisticated data analysis of the questionnaire results was also performed. Discriminant and regression analyses were conducted to determine characteristics of each group (7thELs vs. 7thJRs) and variables which best predicted group membership.

Case Studies

The observations for the case studies were conducted according to procedures developed jointly by the university personnel, the principals of the participating schools, and representatives of the Division of

Research and Evaluation. Visitation days were arranged and a schedule of events for each day the observer spent in the building was prepared. For both case studies four days were spent in each building. The observers recorded notes and comments on forms they developed themselves.

The case studies were analyzed from frequency counts and tallies made by the observers and content analysis procedures typically found in ethnographic research. Each case study consisted of extensive narrative and complete documentation, including samples of materials provided to the observers by each school.

Compilation of Statistical Data

Information gathered from the cooperating divisions of the school administration (mentioned above) was organized and analyzed by staff of the Division of Research and Evaluation from frequency counts and trend analyses, where appropriate. Results were placed in tables for easy reference.

Limitations

The administration of the questionnaire was limited by the timing of the survey. By mid-May attendance is always lower than earlier in the year. The sample included only seventh graders attending school on the day of the survey. Students not attending, including perhaps those who regularly did not attend, did not have an opportunity to express their opinions.

The observers both reported a serious lack of an adequate length of time to conduct their case studies. They mentioned that the nature of ethnographic inquiry requires in-depth study over extended periods of time.

Much of the statistical data required was not available until mid-October 1978, and some other data did not become available until even later. Further, the opening of new facilities and closing of others caused the data base to change frequently so that charts showing trends for all the schools enrolling seventh and eighth graders since 1974 had to be continually revised.

RESULTS AND DISCUSSION

The results of all the investigations indicated some commonalities and some differences between 7thELs and 7thJRs. Interestingly, the findings from the student survey were generally confirmed by the narratives of the case studies and the compilation of additional statistical data.

Results from Survey

In the student survey there were fourteen aspects of school experience for which there were no significant differences[1/] in opinions

1/ $p < .025$

between 7thELs and 7thJRs. Four of these 14 were rated by the students as "excellent," "good," "fair," "poor," or "don't know." These correspond to questions 5, 6, 7, and 11 on the questionnaire, and they are displayed, along with the percents of students responding in each rating category in Table 1 below.

Table 1

STUDENT SURVEY: FOUR ASPECTS OF SCHOOL FOR WHICH THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN GROUPS

Aspects For Which There Were No Significant Differences Between Groups	PERCENTS OF STUDENTS IN EACH RATING CATEGORY					
	Excellent	Good	Fair	Poor	Don't Know	No Response
1. Academic Subjects	24	39	25	8	3	1
2. Reputation of school in community	11	19	24	30	15	1
3. Student guidance and counseling	21	22	26	19	11	1
4. The behavior of most of the students	2	8	35	49	5	0

Of these four aspects, academic subjects received the highest ratings (63% in "excellent" or "good" category), student guidance and counseling received the most evenly distributed ratings; the reputation of the school in the community received ratings distributed from "good" to "poor," with the highest percent (30%) rating it "poor"; the behavior of most of the students received the lowest ratings. Forty-nine percent of the students in both elementary and junior high school buildings, the highest percent of students in any rating category for any of these four aspects, considered the behavior of most of the students as "poor."

These data would suggest that while large percents of students in both types of schools felt that the quality of the academic subjects was high, and they were fairly evenly divided in their opinions of guidance and counseling, they felt that the reputation of the school in the community was fair or poor. They also seemed to express clearly the opinion that the general behavior of the students was poor.

The other ten aspects for which there were no significant differences between 7thELs and 7thJRs (corresponding to questions 14, 15, 16, 17, 20, 21, 22, 23, 24, and 25) are listed in Table 2, with the percents of students responding in each category indicated. These data suggest that the largest percentages of seventh graders reporting from both elementary and junior high school buildings 1) Did have homework assigned and spent time on it each week, 2) Planned to graduate from twelfth grade and attend a college or a university and felt that their parents or guardian wanted them to do this, 3) Would have to rely on a job or

Table 2

STUDENT SURVEY: ASPECTS OF SCHOOL FOR WHICH THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN GROUPS

ASPECTS FOR WHICH THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN GROUPS	PERCENTS OF STUDENTS IN EACH RESPONSE CATEGORY					
1. Average amount of time spent on homework each week.....	No homework ever assigned 2	Had homework but usually didn't do it 18	Did less than five hours per week 32	Did more than five hours per week 19	Don't Know 27	No Response 2
2. Future educational plans.....	Graduate from 12th grade in regular high school 13	Graduate from 12th grade in vocational high school 9	Graduate from 12th grade and attend a college or university 67	Graduate from 12th grade and attend a technical school 7	Leave school as soon as I am 16 3	No Response 1
3. Means of paying for future educational plans.....	Don't plan to get more education after 12th grade 9	My parents or relatives would pay for most of it 26	I would have to pay for most of it myself by getting a job or scholarship 49	Don't Know 16		No Response 0
4. Amount of education desired for student by his/her parent/ guardian.....	Wants student to graduate from the 12th grade in a regular high school 7	Wants student to graduate from the 12th grade in a vocational high school 5	Wants student to graduate from the 12th grade and then go to a college or university 71	Wants student to graduate from the 12th grade and then go to a technical school 5	Don't Know what parents want 11	No Response 4
5. Frequency of feeling afraid of being hurt or bothered at school.....	Most of the time 6	Sometimes 25	Almost Never 27	Never 38		No Response 1
6. Number of absences during most recent four week period.....	None 42	1-2 days 29	3-5 days 17	6-10 days 6	More than 10 days 6	No Response 1
7. Students opinions as to whether most students feel that getting good grades is important.....	Yes 58	No 40				No Response 2
8. Student's rating of own ability in Reading.....	Above average 33	Average 56	Below average 10			No Response 1
9. Student's rating of own ability in Mathematics.....	Above average 26	Average 58	Below average 15			No Response 1
10. Person to whom student would go first to get help with a question or problem about family life or sex education.....	A school counselor 6	A parent/ guardian 70	A teacher 5	A friend 8	Other 9	No Response 1

scholarship to finance their future educational plans. 4) Did not feel afraid at their school, 5) Attended school regularly, 6) Felt that most students regarded getting good grades as important, 7) Rated themselves as average or above average in reading and mathematical ability, and 8) Would go first to their parent or guardian if they had a problem about family life or sex education.

An additional statistical analysis[1/] was performed to determine what student characteristics were the best predictors of this desire to attend a college or university since no differences between 7thELs and 7thJRs were found to exist on this dimension. This analysis revealed that the student's perception of family expectation ("how much education does your parent/guardian want you to get?") and his/her ability in mathematics, as well as a plan to pay for most of the education alone, predicted future plans. This suggests that students who enjoy family support for higher future educational aspirations, have experienced some achievement in school (especially in mathematics), and who see themselves assuming financial responsibility for their future education, are those most likely to want to attend college or university.

The information concerning these fourteen aspects of school experience for which the opinions of the two groups did not differ significantly indicates that students had positive views toward clearly school-related or educational experiences, both present and future; a high opinion of academic subjects; a desire to complete twelfth grade and pursue higher education and expectations of their parents that they do so--even though a job or scholarship would have to finance this; a fairly divided view of guidance and counseling; a feeling of being safe in school; a pattern of regular attendance; positive views of reading and mathematical ability, and a generally held opinion that most students feel that getting good grades is important.

In addition, a positive attitude toward school was reflected by the students' opinion that they felt safe in school and attended regularly. Students indicated they would not turn to school personnel for help with family life or sex education problems, however, but to their family (parent or guardian).

The opinions about specific subjects other than those related to academics were not as positive, especially the feelings about the poor general behavior of students and the poor reputation of the schools in the community. A more detailed analysis of these feelings could reveal exactly which behaviors the students felt were poor (since they did not involve threats to physical safety or regular attendance), whether these same behaviors were seen by the community and were related to what the students felt was a poor reputation.

Possible directions for such an inquiry were indicated by the findings from the analysis of aspects which were different for both groups. The survey data pointed out some differences which were generally supported by the comments written by the students and the case study reports.

1/ A pooled discriminant analysis distinguishing students wishing to attend college or university from all others.

A statistical analysis[1] revealed that 21 categories of response to 13 survey questions could predict[2] school type (7thELs or 7thJRs). These data suggested clear distinctions between the two groups, as indicated in Tables 3 and 4.

A summary of these findings would suggest differences between 7thELs and 7thJRs in several areas. Although 7thELs more than 7thJRs felt that certain physical characteristics of their environment (e.g., the condition of their buildings and the amount of time and distance between classes) were "excellent," other aspects were "poor" (e.g., equipment available, school library). For 7thELs some non-academic or supportive offerings (e.g., extracurricular activities, vocational subjects, school lunch) were likewise "poor," although more 7thELs than 7thJRs participated in extracurricular activities involving publications. SeventhELs also differed from 7thJRs in terms of ethnic background,[3] reasons for attending a particular school, and the number who would go to a friend first if they had a question or problem about family life or sex education.

The 7thJRs did not share the negative views of the 7thELs with respect to the non-academic aspects of school life, except for the rating of "fair" for the amount of time and distance between classes and buildings, and for their view that a lot of students smoke during school hours and that creates a problem. Additionally, significantly more 7thJRs than 7thELs rated the teacher interest in students as "excellent."

1/ Regression analysis using the 26 survey questions as independent variables and school type (7thELs or 7thJRs) as the dependent variable.

2/ At the .025 probability level.

3/ This difference in the sample accurately represents the distribution of students' ethnic backgrounds for the seventh and eighth grade population city-wide. An analysis of city-wide student membership data for seventh and eighth graders as of October 20, 1977, revealed that a difference also exists between the two groups of students in terms of ethnic background. In the regular junior high schools, there were 97.2% Black, Afro-American, or Negro (other than Spanish American) seventh and eighth graders as of October 1977, with the remainder being of other backgrounds, whereas, in the elementary schools there were 84.0% of the seventh and eighth grade students in the first category, with the remainder being of other backgrounds.

SOURCE:

Division of Research and Evaluation, October 20, 1977 Official Membership.

Table 3

STUDENT SURVEY: ASPECTS OF SCHOOL FOR WHICH THERE WERE SIGNIFICANT DIFFERENCES BETWEEN RATINGS OF GROUPS

Aspect and Rating[1]	Percent of Seventh Graders In Elementary Schools[2]	Percent of Seventh Graders In Junior High Schools[2]
1. Buildings and classroom:		
Excellent	19.6	3.6
2. Equipment used in courses (science labs, physical education equipment, etc.):		
Poor	27.3	10.1
3. Extracurricular activities (sports teams, clubs, etc.):		
Poor	21.7	7.2
4. School library:		
Poor	30.1	13.4
Excellent	9.8	42.7
Good	25.2	32.6
5. Vocational subjects (shop, home economics, etc.):		
Poor	31.5	9.5
6. Teacher interest in students:		
Excellent	14.7	19.2
7. School lunches:		
Poor	65.7	50.1
Good	5.6	12.2
8. Time and distance between classes:		
Excellent	25.9	9.6
Fair	23.1	31.5
Poor	14.0	35.1

1/ Some aspects have more than one rating for which there were significant differences between groups.

2/ These percents constitute significant differences at the .025 level of probability.

Table 4

STUDENT SURVEY: ADDITIONAL ASPECTS OF SCHOOL FOR WHICH THERE WERE SIGNIFICANT DIFFERENCES BETWEEN GROUPS

Aspect	Percent of Seventh Graders In Elementary Schools[1/]	Percent of Seventh Graders In Junior High Schools[1/]
1. Participation in school newspaper, magazine or yearbook	18.9	6.0
2. Description of selves as Black or Afro-American or Negro	68.5	82.7
3. Reasons for attending present school:		
-because students from a certain elementary school were supposed to attend that school	18.9	30.5
-because parents/guardian felt that school was safer than the one they were supposed to attend	15.4	10.0
4. Would seek out a friend first if there were a question or problem about family life or sex education	18.2	6.2
5. Opinion that a lot of students smoke during school hours	23.8	69.8
6. Opinion that a lot of students smoke and that creates a problem	11.2	48.1

1/ These percents constitute significant differences at the .025 level of probability.

These differences in the two groups were also generally evident from the comments written by students in response to the question: "If you were talking with the Superintendent about school, what would you like to tell him?" The total number of students responding to this question was 534, or 70.6%. Of this group, 441 were 7thJRs and 93 were 7thELs. As revealed by Table 5, the most frequently expressed comments were concerns or problems, although the question was worded specifically to avoid suggesting that either negative or positive responses were desired. Table 5 reveals that the 7thJRs and 7thELs who made comments differed in terms of the order of importance with which they regarded certain problems at school. The table also reveals that some concerns were expressed by both groups, although in different order, whereas others were expressed by only one group. "The poor behavior of students" and "teachers" were among the top five concerns for 7thJRs only, whereas "course offerings" and "activities" were among the top five for 7thELs only. Both groups expressed common concerns dealing with their school as a physical facility--its condition, the equipment and supplies, the provision of adequate food services. Each group individually made different remarks about their school as a learning facility--its students, its teachers, its academic offerings. Whereas the 7thJRs were concerned about the quality and behavior of teachers and students, the 7thELs wrote comments about the vocational subject offerings.

One of the written comments from Table 5 at first appears to contradict the findings from the survey, but a closer scrutiny reveals that, in fact, it may not. The 7thJRs writing comments wanted "better teachers," especially in the sense of "disciplinarians" ("we have good teachers but they need help in controlling the students"). This does not necessarily contradict the survey finding that more 7thJRs than 7thELs rated teacher interest in students as "excellent." Instead, it may reflect a junior high student's view that teachers should help students learn (and do) but also should control their behavior (and may not).

From the findings of the survey and written comments of the students, the characteristics of seventh grade students could be divided into three "profiles," one showing the characteristics common to seventh graders, regardless of what type of building they attended, another depicting the characteristics common only to 7thJRs and the last displaying the characteristics common only to 7thELs. (see Figure 1).

Results From Case Studies

The opinions of the seventh grade students formed the basis for these profiles, but generally they were substantiated by the findings from the case studies. In Case Study One, a comparison between a traditional junior high with a large, ethnically diverse student population, and a new open-space elementary facility, which has housed seventh and eighth grades since 1975, several differences were categorized by the observer. The junior high school was described as able to offer a stronger academic program because of facilities, size

HIGHEST RANKED TYPES OF WRITTEN COMMENTS MADE BY BOTH GROUPS OF RESPONDENTS

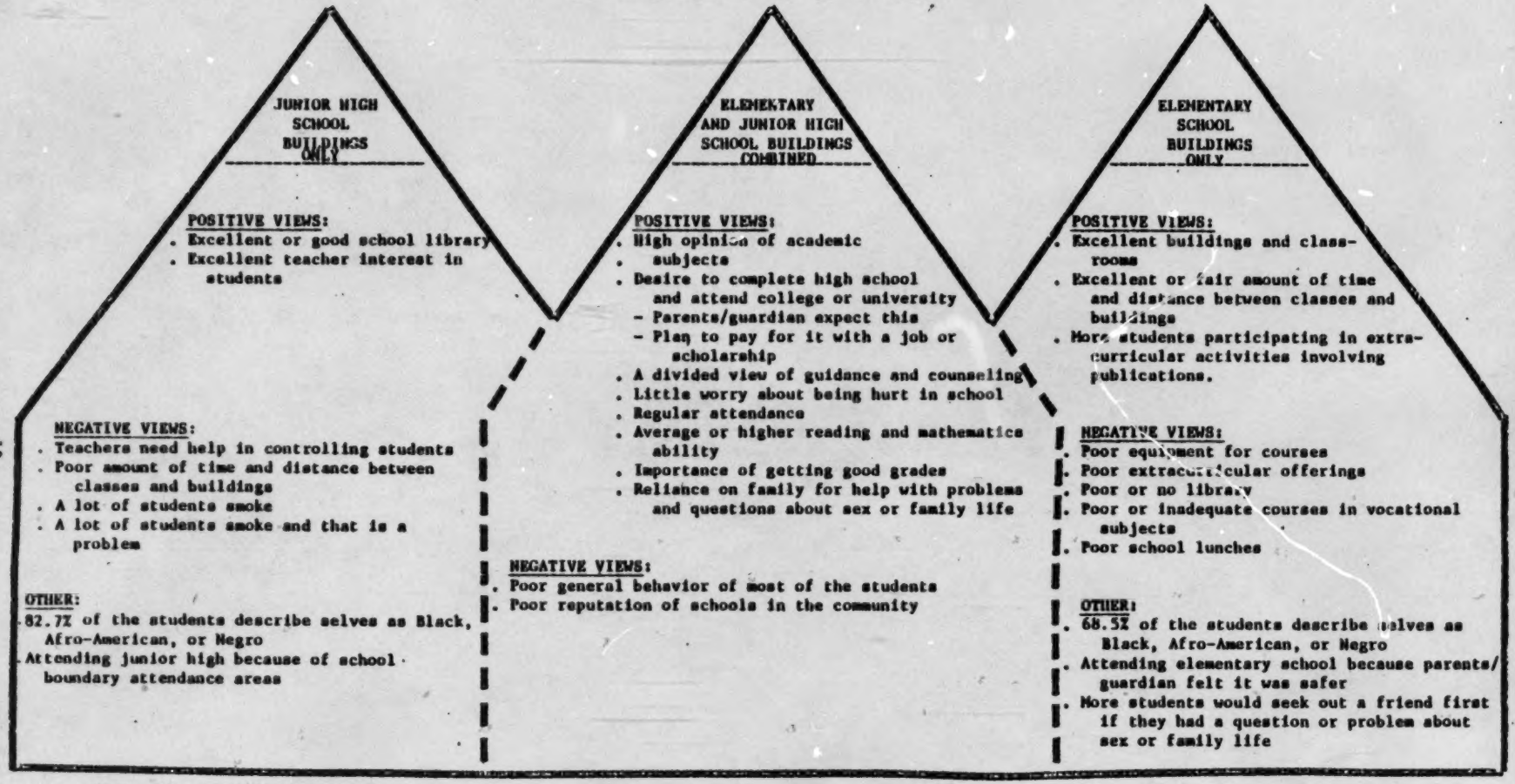
(Statements Are Direct Quotes By Students)

RANK	PERCENT[1/]	SEVENTH GRADERS IN JUNIOR HIGH SCHOOLS COMMENT TYPE AND SAMPLE RESPONSES	PERCENT[1/]	SEVENTH GRADERS IN ELEMENTARY SCHOOLS COMMENT TYPE AND SAMPLE RESPONSES
1	63.9	The poor behavior of most of the students: too much smoking; fighting in school; bigger students take your money; students cut classes; walk the halls; they need to be disciplined; lockers are always being broken into	36.6	School lunches; we need better school lunches; more time to eat; why can't 7th grade leave grounds at lunch
2	30.2	Condition of building: repair work needs to be done; school needs to be cleaned up; get rid of rats and bugs; stop students from writing on walls and throwing trash around; bathrooms are dirty; need supplies in them, they stay locked up	29.0	Equipment and Supplies: we need more equipment; sport and recreational as well as shop and academic, more supplies and books
3	22.2	Teachers: we need better teachers; more teachers; teachers who teach right; they should be carefully screened before they get the job; we have good teachers but they need help in controlling bad students; teachers don't explain work	25.8	Building Facilities: we need a gym, pool, shower, lockerrooms; library is never open
4	20.0	Equipment and Supplies: we need new equipment in the schools; more pencils and paper and books and allocated money; schools should have air conditioning in summer and heat in winter	20.4	Vocational Subjects: we need more courses like shop, home economics; need different work, should be able to decide what courses we want to take
5	19.1	School lunches: lunches are not good, need more variety; Mr. Reed, it would be a pleasure if you could improve the lunches at school	19.4	Activities; we need more activities; trips; clubs; sports; activities related to courses

1/ Since students may have written several comments, these percents add up to more than 100%.

Figure I

THREE PROFILES OF SEVENTH GRADE STUDENTS


JUNIOR HIGH SCHOOL BUILDINGS ONLY
POSITIVE VIEWS:
. Excellent or good school library
. Excellent teacher interest in students
NEGATIVE VIEWS:
. Teachers need help in controlling students
. Poor amount of time and distance between classes and buildings
. A lot of students smoke
. A lot of students smoke and that is a problem
OTHER:
. 82.7% of the students describe selves as Black, Afro-American, or Negro
. Attending junior high because of school boundary attendance areas
ELEMENTARY AND JUNIOR HIGH SCHOOL BUILDINGS COMBINED
POSITIVE VIEWS:
. High opinion of academic subjects
. Desire to complete high school and attend college or university
- Parents/guardian expect this
- Plan to pay for it with a job or scholarship
. A divided view of guidance and counseling
. Little worry about being hurt in school
. Regular attendance
. Average or higher reading and mathematics ability
. Importance of getting good grades
. Reliance on family for help with problems and questions about sex or family life
NEGATIVE VIEWS:
. Poor general behavior of most of the students
. Poor reputation of schools in the community
ELEMENTARY SCHOOL BUILDINGS ONLY
POSITIVE VIEWS:
. Excellent buildings and classrooms
. Excellent or fair amount of time and distance between classes and buildings
. More students participating in extracurricular activities involving publications.
NEGATIVE VIEWS:
. Poor equipment for courses
. Poor extracurricular offerings
. Poor or no library
. Poor or inadequate courses in vocational subjects
. Poor school lunches
OTHER:
. 68.5% of the students describe selves as Black, Afro-American, or Negro
. Attending elementary school because parents/guardian felt it was safer
. More students would seek out a friend first if they had a question or problem about sex or family life

NOTE: Above profile reflects student responses in seventh grade survey sample.

of student body, and number and background of faculty. The elementary school was described as able to offer an informal, individualized learning experience in a smaller, more open setting. The problems of poor equipment and facilities in the elementary school as mentioned by 7th ELs in the survey were verified by the observer's comments on that subject.

The observer felt that the lack of a gymnasium made physical education and a full sports program difficult to maintain. The lack of showers and lockers was particularly a problem, as students could not change their clothes or shower after physical activities. One room being used for different functions also caused problems. For example, no physical education classes or team practice could be held indoors during lunch periods.

Also, the elementary school did not have a regular auditorium. The cafetorium seemed to work well for the programs that school had, although it was sometimes difficult for the young children to see.

The junior high also had science rooms which have some special equipment, such as an incubator and refrigerator. Overall, the observer felt that the junior high's physical facility enabled the school to offer a comprehensive program in all subjects. The elementary school's physical facility somewhat restricted the program the school could offer.

The differences in course offerings at both schools were summarized by the observer in the following chart:

JUNIOR HIGH SCHOOL ONLY	ELEMENTARY SCHOOL ONLY
Algebra I for credit	Communication
IPS Science	
Instrumental Music	
Industrial Arts	
Spanish	
Latin	
French I in 8th grade	
ESL	
Bilingual Social Studies	
Business Education	
Typing	

The observer also pointed out that the elementary school did not have the need for bilingual courses that the junior high school had. However, overall, the junior high had both a broader and a deeper academic program.

The core curriculum in the major subjects was similar in the two schools. In the electives the elementary school offered (except for Glee Club) students had the subject either 2 or 3 days a week; at the junior high school, many of the electives were offered 5 days a week.

Another distinction made by the observer in Case Study One involved an aspect of the two schools which students could not comment upon: Staffing. Whereas the junior high was augmented by 13 persons providing special services (3 regular counselors, 1 bilingual counselor, 1 librarian, a part-time attendance officer, 2 community aides, 1 part-time nurse, 1 book clerk, 2 assistant principals and 1 dean of students), the elementary school had no such "extras": the dean of student affairs had to handle discipline, attendance, tardiness, club activities, cumulative records, deficiency notices, and the eye, ear and dental tests. The principal expressed to the observer that she felt that she cannot run a secondary program with an elementary school staffing pattern.

The only subject for which the views of the observer differed from the opinions of the seventh grade students concerned discipline. Whereas students in general remarked on the poor behavior of their classmates, the observer in Case Study One felt that the students were very well-behaved, particularly in the junior high, which had had severe discipline problems before the then current principal had arrived. Likewise, the elementary school was described as a place where students were "well-behaved, and very polite."

This positive view of student behavior was also evidenced in Case Study Two, which also compared a traditional junior high school with an elementary school serving seventh and eighth graders. Teachers in both schools made consistently positive statements about discipline, which they felt was a priority of the administration in their schools and was enforced.

The other findings from this case study were also similar to those already discussed. The observer found that the facilities at the junior high school could adequately accommodate a comprehensive curriculum, whereas the elementary school had none of the facilities to accommodate such a program. Accordingly, home economics, art, typing, and foreign language (with labs) were not available at the elementary school. The junior high school was also found to offer fourteen more extracurricular activities than the elementary school.

Staffing patterns were not addressed specifically by the observer in Case Study Two, but views of teachers toward the curriculum and the school were recorded in interviews. These data revealed that teachers at the junior high school were much more positive about the curriculum than teachers at the elementary school. This view reflected the similar opinion expressed by the students in the survey. One reason for the dissatisfaction with the curriculum on the part of the teachers in the elementary school was that appropriate supplies, including junior high level textbooks, were not available. Again, this view was also expressed by students generally in their survey.

Summary of Survey and Case Study Findings

The findings from the survey and the case studies indicate that:

- Seventh graders attending elementary schools and those attending junior high schools share some common attitudes, both positive and negative, and some common characteristics (see Figure 1):

  - A positive attitude toward the academic learning experience in school as evidenced by -

    1) a high opinion of academic course offering and a high level of educational aspiration, supported by similarly high parental expectations,

    2) a positive view of their academic abilities and the importance of getting good grades,

3) a pattern of regular attendance,

4) little worry about being hurt at school.

- A positive attitude toward the family as a source of help with questions or problems about sex or family life.

- A negative view concerning the poor general behavior of most students.

- A negative view concerning the poor reputation of their school in the community.

- Seventh graders attending elementary schools and those attending junior high school differ with respect to some characteristics and attitudes:

  - Seventh graders in junior high schools are offered a more diverse curriculum and facilities to accommodate it than seventh graders in elementary schools.

  - Seventh graders in junior high schools are offered a greater variety of extracurricular activities in which to participate than seventh graders in elementary schools.

  - Seventh graders in junior high schools are also different from seventh graders in elementary schools in terms of distribution of ethnic backgrounds and influence of parents in determining which kind of school (elementary or junior high) would be attended by their child.

- The differences in course and extracurricular offerings cause concern among the selected sample of teachers interviewed in the case studies and especially among the seventh graders in elementary schools. In fact, they are the major source of the negative attitudes which separate their views from those of their peers who attend junior high school.

- Although the opinion of the students that the behavior of most of the students is "poor" may reflect a general view, exceptions to this may be found in individual schools. It should be pointed out that the findings of the case studies were that observers and teachers rated student behavior as "excellent."

Results from Compiliation of Statistical Data

Enrollment trends prior to and after addition of seventh/eighth grades - Inspection of Tables 6 and 7 reveals that junior high schools have experienced a steady decline in enrollment since 1974. This is contrasted to a steady increase in the overall enrollments in the elementary schools housing seventh and eighth grades at a time when elementary school enrollments across the city were generally declining due to the effects of decreasing birth rates. It could be concluded that the addition of seventh and eighth grades in the elementary school buildings may have resulted in the decrease in enrollments at certain junior high schools at a time when these enrollments were not expected to be lower.

Age, capacity, and maintenance condition of facilities[1/] - Inspection of Table 8 reveals that no elementary school housing seventh and eighth grades had a general maintenance condition rated below "good" except 2 which no longer house seventh and eighth grades, one which is closed, and one whose replacement was scheduled for opening during the 1977-78 school year. Seven of the 16 schools which have, at some time, housed seventh and eighth graders, were rated "excellent." One of the junior high schools in operation in 1977-78 was rated as excellent, and 2 were rated "very good" (See Table 9) This finding substantiates the comments made by the students in both types of buildings. In October 1977, sixteen of the junior high schools reported an enrollment exceeding their permanent capacity while only 3 of the elementary schools had over capacities (compare Tables 6 and 7 with Tables 8 and 9). The remaining 9 were all still under capacity in spite of the addition of the seventh and eighth grades. In terms of age, twenty-eight regular junior high schools and eight elementary schools were 10 years or older as of September 1977. This analysis reveals that junior high school buildings are generally in poorer general maintenance condition, are older, and the majority are over-enrolled compared to their building capacity.

1/ Source of Data: Division of Building and Grounds

Table 6

OCTOBER 1973 - OCTOBER 1977 ENROLLMENT TRENDS: JUNIOR HIGH SCHOOLS

Level	Membership October 1973	Membership October 1974	Changes In Total 10/73 - 10/74 Number	Percent	Membership October 1975	Changes In Total 10/74 - 10/75 Number	Percent	Membership October 1976	Changes In Total 10/75 - 10/76 Number	Percent	Membership October 1977	Changes In Total 10/76 - 10/77 Number	Percent
JUNIOR HIGH SCHOOLS													
Backus	907	829	- 78	- 8.6	767	- 62	- 7.5	732	- 35	- 4.6	639	- 93	- 12.7
Banneker	818	863	+ 45	+ 5.5	795	- 68	- 8.0	771	- 24	- 3.0	723	- 48	- 6.2
Browne	1,412	1,489	+ 77	+ 5.5	1,424	- 65	- 4.0	1,252	-172	- 12.0	1,215	- 37	- 2.9
Deal	1,086	1,085	- 1	- .1	1,044	- 41	- 3.8	1,036	- 8	- .8	1,071	+ 35	+ 3.4
Douglass	1,219	1,281	+ 62	+ 5.1	1,406	+125	+ 9.8	1,469	+ 63	+ 4.5	1,400	- 69	- 4.6
Eliot	1,233	1,178	- 55	- 4.5	1,061	-117	- 9.9	917	-144	- 13.6	802	-115	- 12.5
Evans	1,290	1,271	- 19	- 1.5	1,231	- 40	- 3.0	1,200	- 31	- 3.0	948	-252	- 21.0
Francis	677	676	- 1	- .2	696	+ 20	+ 3.0	718	+ 22	+ 3.2	694	- 24	- 3.3
Garnet-Patterson	607	597	- 10	- 1.6	568	- 29	- 5.0	444	-124	- 22.0	416	- 28	- 6.3
Gordon	850	795	- 55	- 6.5	622	-173	- 21.8	516	-106	- 17.0	261	-255	- 49.4
Hamilton	1,341	1,326	- 15	- 1.1	1,277	- 49	- 3.7	902	-375	- 29.4	726	-176	- 19.5
Hart	1,652	1,810	+158	+ 9.7	1,958	+148	+ 8.2	1,722	-236	- 12.0	1,390	-332	- 19.3
Hine	770	715	- 55	- 7.1	648	- 67	- 9.4	666	+ 18	+ 2.8	834	+168	+ 25.2
Jefferson	603	600	- 3	- .5	610	+ 10	+ 1.7	554	- 56	- 9.2	577	+ 23	+ 4.2
Johnson	1,294	1,426	+132	+ 10.2	1,560	+134	+ 9.4	1,440	-120	- 8.0	1,360	- 80	- 5.6
Kramer	1,436	1,448	+ 12	+ .8	1,263	-185	- 13.0	1,131	-132	- 10.0	1,004	-127	- 11.2
Langley	899	910	+ 11	+ 1.2	907	- 3	- .3	860	- 47	- 5.2	849	- 11	- 1.3
Lincoln	1,071	1,036	- 35	- 3.3	1,086	+ 50	+ 4.8	1,043	- 43	- 4.0	839	-204	- 19.6
Macfarland	1,079	1,148	+ 69	+ 6.4	1,168	+ 20	+ 1.7	1,083	- 85	- 7.0	1,040	- 43	- 4.0
Miller	1,397	1,340	- 57	- 4.1	1,494	+154	+ 11.5	1,296	-198	- 13.0	1,221	- 75	- 5.9
Paul	1,176	1,148	- 28	- 2.4	1,088	- 60	- 5.2	908	-180	- 16.5	880	- 28	- 3.1
Rabaut	1,558	1,451	-107	- 6.9	1,309	-142	- 9.8	1,133	-176	- 13.4	1,071	- 62	- 5.5
Randall[a/]	4,073	3,937	-136	- 3.3	3,657	-280	- 7.1	3,254	-403	- 11.0	2,820	-434	- 13.3
Roper	1,366	1,393	+ 27	+ 2.0	1,352	- 41	- 3.0	1,188	-164	- 12.0	1,091	- 97	- 8.2
Shaw	1,155	1,164	+ 9	+ .8	1,226	+ 62	+ 5.3	1,062	-164	- 13.0	1,018	- 44	- 4.1
Sousa	1,156	1,146	- 10	- .9	1,104	- 42	- 4.0	965	-139	- 13.0	904	- 61	- 6.3
Stuart	690	673	- 17	- 2.5	606	- 67	- 10.0	542	- 64	- 10.6	517	- 25	- 4.6
Taft	1,455	1,338	-117	- 8.0	1,305	- 33	- 2.5	1,168	-137	- 10.5	1,159	- 9	- .8
Terrell	750	703	- 47	- 6.3	644	- 59	- 8.4	664	+ 20	+ 3.1	637	- 27	- 4.1
Woodson, C.G.	1,015	1,044	+ 29	+ 2.9	1,065	+ 21	+ 2.0	1,007	- 58	- 5.4	929	- 78	- 7.7
TOTAL	36,035	35,820	-215	- .6	34,941	-879	- 2.5	31,643	-3,298	- 9.4	29,035	-2,608	- 8.2

a/ Randall Junior High was converted to Randall Senior High in 1977.

Table 7

OCTOBER 1973 — OCTOBER 1977 ENROLLMENT TRENDS: ELEMENTARY AND OTHER SCHOOLS HOUSING SEVENTH AND EIGHTH GRADES

Level	Membership October 1973	Membership October 1974	Changes In Total 10/73 - 10/74 Number	Changes In Total 10/73 - 10/74 Percent	Membership October 1975	Changes In Total 10/74 - 10/75 Number	Changes In Total 10/74 - 10/75 Percent	Membership October 1976	Changes In Total 10/75 - 10/76 Number	Changes In Total 10/75 - 10/76 Percent	Membership October 1977	Changes In Total 10/76 - 10/77 Number	Changes In Total 10/76 - 10/77 Percent
ELEMENTARY AND OTHER SCHOOLS HOUSING SEVENTH AND EIGHTH GRADES													
Birney (elem.)	937	874	- 63	- 6.7	854	- 20	- 2.3	794	- 60	- 7.0	702	- 92	- 11.6
(jr. h.)	-----	41	+ 41	+100.0	28	- 13	- 31.7	42	+ 14	+ 50.0	-----	- 42	-100.0
Brent (elem.)	480	339	-141	- 29.4	354	+ 15	+ 4.4	325	- 29	- 8.0	317	- 8	- 2.5
(jr. h.)	-----	-----	----	------	46	+ 46	+100.0	38	- 8	- 17.4	45	+ 7	+ 18.4
Brookland (elem.)	146	509	+363	+246.6	513	+ 4	+ .8	447	- 66	- 13.0	451	+ 4	+ .9
(jr. h.)	-----	200	+200	+100.0	244	+ 44	+ 22.0	136	-108	- 44.0	135	- 1	- .7
Buchanan (elem.)	423	382	- 41	- 9.7	325	- 57	- 14.9	286	- 39	- 12.0	245	- 41	- 14.3
(jr. h.)	-----	-----	----	------	-----	----	------	63	+ 63	+100.0	-----	- 63	-100.0
Eaton (elem.)	308	321	+ 13	+ 4.2	343	+ 22	+ 6.9	319	- 24	- 7.0	348	+ 29	+ 9.1
(jr. h.)	-----	64	+ 64	+100.0	114	+ 50	+ 78.1	124	+ 10	+ 8.8	94	- 30	- 24.2
Fletcher-Johnson (elem.)	-----	-----	----	------	-----	----	------	514	+514	+100.0	606	+ 92	+ 17.9
(jr. h.)	-----	-----	----	------	-----	----	------	-----	----	------	325	+325	+100.0
Friendship[a] (elem.)	501	469	- 32	- 6.4	567	+ 98	+ 20.9	988	+421	+ 74.3	967	- 21	- 2.1
(jr. h.)	-----	-----	----	------	-----	----	------	330	+330	+100.0	786	+456	+138.2
Hardy (elem.)	122	131	+ 9	+ 7.4	75	- 56	- 43.0	57	- 18	- 24.0	73	+ 16	+ 28.1
(jr. h.)	-----	52	+ 52	+100.0	106	+ 54	+103.8	138	+ 32	+ 30.2	137	- 1	- .7
Lenox (elem.)	188	215	+ 27	+ 14.4	196	- 19	- 8.8	195	- 1	- .5	193	- 2	- 1.0
(jr. h.)	-----	-----	----	------	47	+ 47	+100.0	30	- 17	- 36.2	-----	- 30	-100.0
Lewis (elem.)	402	387	- 15	- 3.7	356	- 31	- 8.0	300	- 56	- 16.0	409	+109	+ 36.3
(jr. h.)	-----	-----	----	------	-----	----	------	-----	----	------	44	+ 44	+100.0
Harritt (elem.)	473	441	- 32	- 6.8	433	- 8	- 2.0	440	+ 7	+ 1.6	388	- 52	- 11.8
(jr. h.)	-----	-----	----	------	-----	----	------	90	+ 90	+100.0	115	+ 25	+ 27.8
Hott[b] (elem.)	462	413	- 49	- 10.6	400	- 13	- 3.1	370	- 30	- 8.1	-----	-370	-100.0
(jr. h.)	-----	-----	----	------	26	+ 26	+100.0	64	+ 38	+146.2	-----	- 64	-100.0
Reed, Marie[c] (elem.)	518	483	- 35	- 6.8	430	- 53	- 11.0	398	- 32	- 7.0	585	+187	+ 46.9
(jr. h.)	-----	-----	----	------	-----	----	------	-----	----	------	136	+136	+100.0
Takoma (elem.)	489	442	- 47	- 9.6	416	- 26	- 5.9	472	+ 56	+ 13.5	452	- 20	- 4.2
(jr. h.)	-----	-----	----	------	-----	----	------	98	+ 98	+100.0	163	+ 65	+ 66.3
West (elem.)	449	434	- 15	- 3.3	400	- 34	- 7.8	369	- 31	- 7.8	334	- 35	- 9.5
(jr. h.)	-----	-----	----	------	-----	----	------	38	+ 38	+100.0	98	+ 60	+157.9
Winston (elem.)	-----	-----	----	------	-----	----	------	543	+543	+100.0	543	0	0.0
(jr. h.)	-----	-----	----	------	-----	----	------	96	+ 96	+100.0	186	+ 90	+ 93.8
Sub-total (elementary)	5,898	5,840	- 58	- 1.0	5,662	-178	- 3.0	6,817	+1,155	+ 20.4	6,613	-204	- 3.0
Sub-total (junior high)	-----	357	+357	+100.0	611	+254	+ 71.1	1,287	+676	+110.6	2,264	+977	+ 75.9
TOTAL, ELEMENTARY & JUNIOR HIGH	5,898	6,197	+299	+ 5.1	6,273	+ 76	+ 1.2	8,104	+1,831	+ 29.2	8,877	+773	+ 9.5

a/ Opened during school year 1976-77, replaces Old Friendship Elementary School.
b/ Closed at the end of school year 1976-77.
c/ Replaced Morgan Elementary School.

Table 8

AGE, CAPACITY, AND MAINTENANCE CONDITION OF ELEMENTARY AND OTHER SCHOOLS HOUSING SEVENTH AND EIGHTH GRADERS FOR THE 1977-78 SCHOOL YEAR

School	Age	Permanent Capacity	General Maintenance Condition[1/]
Birney[2/]	77	925	Fair
Brent	9	341	Very Good
Brookland	4	896	Excellent
Buchanan[2/]	82	419	Fair
Eaton	67	386	Very Good
Fletcher-Johnson	2	1,201	Excellent
Friendship	2	1,606	Excellent
Hardy	45	242	Good
Lenox[2/]	89	358	Good
Lewis	16	490	Good
Merritt	2	716	Excellent
Mott[3/]	68	546	Poor
Reed, M.[4/]	1	1,119	Excellent
Takoma	2	1,052	Excellent
West[5/]	66	190	Poor
Winston	2	1,190	Excellent

1/ Structural conditions of the facilities were considered to determine these ratings.

2/ Did not have seventh or eighth graders in 1977-78.

3/ Closed at end of 1976-77 school year.

4/ Replaced Morgan Elementary School.

5/ Replacement scheduled to open during 1977-78 school year.

Source of Data: Division of Buildings and Grounds

Table 9

AGE, CAPACITY, AND MAINTENANCE CONDITION OF JUNIOR HIGH SCHOOL FACILITIES FOR THE 1977-78 SCHOOL YEAR

Junior High Schools	Age	Permanent Capacity	General Maintenance Condition 1/
Backus	15	731	Good
Banneker	39	682	Good
Browne	46	1,235	Good
Deal	47	1,021	Good
Douglass	26	756	Good
Eliot	47	914	Fair
Evans	15	706	Fair
Francis	51	619	Very Good
Garnet-Patterson	50	507	Good
Gordon	50	708	Good
Hamilton	10	1,184	Fair
Hart	22	1,175	Good
Hine	13	659	Fair
Jefferson	38	524	Very Good
Johnson	9	1,257	Good
Kramer	35	758	Fair
Langley	55	719	Fair
Lincoln	11	1,257	Fair
Macfarland	55	778	Good
Miller	29	878	Fair
Paul	48	903	Good
Rabaut	12	1,202	Good
Randall	54	1,021	Poor
Roper	12	1,197	Good
Shaw	1	1,215	Excellent
Sousa	28	819	Good
Stuart	51	649	Good
Taft	45	1,116	Good
Terrell	26	746	Fair
Woodson, C.G.	22	886	Good

1/ Structural conditions of the facilities were considered to determine these ratings.

Source: Division of Buildings and Grounds

Socioeconomic factors: elementary and junior high schools and effects upon each school - Fifteen of 30 regular junior high schools[1] have received Title I services (Compensatory Educational Services) each year since 1974, whereas only two of the elementary schools housing seventh and eighth graders have received Title I services each year since 1974. Two additional junior high schools received Title I services for one or two years since 1974.[2] Thus, it could be concluded that most regular junior high schools enroll students representing a lower socioeconomic status than the seventh and eighth grade students enrolled in elementary schools.

Although it cannot be determined exactly what the effects of these socioeconomic differences might be, the results of the student survey indicated that there were no differences between regular junior high school and elementary school seventh graders in terms of how they thought they would be able to finance further education. Both groups of students indicated they would have to obtain jobs or scholarships (see p. 5).

Attendance patterns[3] - As revealed in Tables 10 and 11, percents of students absent between 1973-1977 were generally higher in junior high schools, compared to elementary schools with seventh and eighth grades. This reflects the general pattern of attendance city wide: the average percent of elementary students absent in 1976-77 was 9.3%, while that average of junior high school students was 15.3%. Whereas the lowest percent of students absent in the elementary schools during the period 1973-1977 was 1.3% (1974-75) and the highest was 20.2% (1973-74), the lowest percent of students absent in the junior high schools during this period was 5.6% (1976-77) and the highest was 39.5% (1975-76). The range of percents of students' absences is not only greater in the junior high schools, but the lowest and highest percents also exceed those of the elementary schools. For the one year where attendance data on seventh and eighth grade students in elementary and other schools were reported separately from data on students in grades 1-6 (see Table 11), only one group of seventh and eighth students has a better attendance record than the elementary students.

1/ Randall was included here.

2/ Source: Division of Research and Evaluation Data Resource Books, 1974-1977.

3/ Attendance data are not reported to central administration by grades but on a school-wide basis. In addition, only in 1976-77 were some attendance data provided separately for both elementary and junior high students in elementary buildings.

Table 10

1973-1976 JUNIOR HIGH SCHOOL ATTENDANCE TRENDS:
PERCENT OF STUDENTS ABSENT[a]

	1973-74	1974-75	1975-76	1976-77
JUNIOR HIGH SCHOOLS				
Backus	9.6	10.2	8.8	8.1
Banneker	29.7	25.7	26.5	23.8
Browne	16.4	17.3	16.1	22.0
Deal	19.0	18.8	13.9	11.0
Douglass	20.5	23.1	28.7	28.2
Eliot	8.3	19.6	18.4	23.7
Evans	18.3	21.2	12.0	13.7
Francis	19.0	17.5	13.5	12.8
Garnet-Patterson	20.8	23.0	25.7	23.6
Gordon	17.6	18.9	17.7	10.0
Hamilton	15.1	18.2	19.7	16.9
Hart	18.9	20.4	17.6	21.1
Hine	19.1	19.7	16.4	7.3
Jefferson	23.3	--[b]	15.4	16.2
Johnson	26.5	21.3	16.0	14.4
Kramer	--[b]	22.3	23.4	24.8
Langley	17.1	19.2	18.5	18.2
Lincoln	31.7	25.1	39.5	34.0
Macfarland	21.9	21.3	20.2	15.3
Miller	19.3	23.1	16.4	16.9
Paul	16.5	14.7	13.5	11.9
Rabaut	12.5	10.4	11.2	11.4
Randall[c]	22.8	24.1	25.3	28.9
Roper	19.6	14.7	17.5	18.6
Shaw	13.4	14.1	15.0	16.1
Sousa	--[b]	15.9	14.9	14.2
Stuart	23.0	21.3	16.7	15.8
Taft	15.6	15.0	14.6	12.6
Terrell	23.4	15.2	6.8	5.6
Woodson, C. G.	20.1	16.4	17.3	17.5

a/ Annual average percent

b/ Data not available

c/ Figures for the school years 1973-74 and 1974-75 are based on enrollment for grades 7-9; figures for the school year 1975-76 are based on enrollment for grades 7-10, and figures for the school year 1976-77 are based on enrollment for grades 8-11.

Table 11

1973-1976 ATTENDANCE TRENDS IN ELEMENTARY AND OTHER SCHOOL BUILDINGS HOUSING SEVENTH AND EIGHTH GRADES: PERCENT OF STUDENTS ABSENT[a]

ELEMENTARY AND OTHER SCHOOLS HOUSING SEVENTH AND EIGHTH GRADES	1973-74 (Grades 1-6)	1974-75 (Grades 1-6)	1975-76 (Grades 1-6)	1976 (Grades 1-6)	- 1977 (Grade 7 or Grades 7-8
Birney	9.3	9.3	10.3	10.9	16.4
Brent	9.4	9.7	9.3	7.9	9.5
Brookland	8.2	7.8	7.8	7.8	10.4
Buchanan	10.8	10.0	9.7	11.5[b]	
Eaton	5.9	1.3	7.6	8.0	6.7
Fletcher-Johnson	...[d]	...[d]	...[d]	8.6	...[c]
Friendship	...[e]	9.8	10.0	8.3	9.2
Hardy	9.4	9.5	9.5	8.4	10.7
Lenox	12.9	10.6	11.9	12.5[b]	
Lewis	11.8	11.0	10.4	11.2	...[c]
Merritt	10.1	10.6	8.9	10.2	11.6
Mott	20.2	18.0	18.1	7.8	11.2
Reed, M.[f]	16.2	13.4	11.8	10.9	...[c]
Takoma	8.4	7.4	7.3	8.3	8.6
West	8.8	9.5	9.1	9.8	9.1
Winston	...[d]	...[d]	...[d]	6.3	11.4

a/ Annual average percent.

b/ Percent of students absent for both elementary and secondary students.

c/ Grade 7 at this school did not begin until 1977-78 school year.

d/ School did not open until 1976-77 school year.

e/ School did not open until 1974-75 school year.

f/ Replaced Morgan Elementary School.

Academic Patterns (test scores/grades) - No data were available to be able to compare the test scores of the pupils remaining in the elementary facilities with those leaving. Such a comparison would require a longitudinal study currently infeasible given the amount of time and the resources required. Also, differences in student test scores could probably not be attributed to differences in schools attended for such short periods of time, since academic achievement often reflects the cumulative effects of schooling and other experiences.

Some comparisons of test scores of students in both types of facilities are available as a result of the 10% Sample Testing Program conducted by the Pupil Appraisal Branch. Limited data are available because the testing was restricted to randomly selected schools and classes, but the results as shown in Table 12 indicate that on the Comprehensive Test of Basic Skills (Forms S and T), a national standardized test scored on large-city norms, 24 of the 32 (or 75%) of the reading and mathematics scores of the elementary school classes were at or above grade level, whereas 45 of the 324 (or 12%) of the reading and mathematics scores of the junior high school classes were at or above grade level. Although these data suggest that the achievement of seventh and eighth graders enrolled in elementary schools is higher than that of seventh and eighth graders enrolled in junior high schools, it should be remembered that these data represent only a sample of students from both facilities, and the sample from the elementary schools may be a select one. Caution should be used in interpreting these test scores until a larger population of students can be tested.

Table 12

A Summary of Seventh and Eighth Graders' Reading and Mathematics Achievement Test Results:
Ten Percent Sample Testing Program, 1973-1977[1]

		School Year 1974-75		School Year 1975-76				School Year 1976-77			
		Grade 7		Grade 7		Grade 8		Grade 7		Grade 8	
JUNIOR HIGH SCHOOLS		Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Bacigalupi	Class 1	-	-	8.4	8.4	10.6	10.7	8.0	7.9	11.1	10.0
	Class 2	-	-	-	-	-	-	9.5	6.7	10.4	9.1
Bannaker	Class 1	5.2	-	6.9	5.3	6.3	6.0	4.7	5.6	6.1	6.3
	Class 2	-	-	-	-	-	-	4.0	5.0	5.1	5.3
Browne	Class 1	4.0	5.4	6.3	7.1	7.9	8.7	-	-	9.4	10.1
	Class 2	5.1	6.3	-	-	-	-	-	-	8.0	9.3
Deal	Class 1	-	-	9.8	9.7	9.9	9.3	-	-	10.3	9.8
	Class 2	-	-	-	-	-	-	-	-	9.3	8.8
Douglass	Class 1	-	-	-	-	6.1	7.2	5.2	5.1	6.3	8.1
	Class 2	-	-	-	-	-	-	4.3	4.6	5.6	6.8
Eliot	Class 1	5.4	5.8	-	-	6.7	7.1	-	-	5.9	6.6
	Class 2	-	-	-	-	-	-	-	-	5.0	5.6
Evans	Class 1	6.4	7.5	8.3	9.4	9.0	9.5	5.1	5.0	8.4	9.3
	Class 2	4.9	6.3	-	-	-	-	4.3	4.4	7.1	8.9
Francis	Class 1	5.8	5.8	7.2	7.3	-	-	6.2	6.5	9.8	9.4
	Class 2	-	-	-	-	-	-	5.2	5.5	8.4	8.3
Garvey-Peterson	Class 1	5.8	5.6	4.3	8.1	-	-	4.4	4.6		
	Class 2	-	-	-	-	-	-	3.7	3.9		
Gordon	Class 1	6.6	5.8	5.9	5.7	-	-	-	-	6.2	5.6
	Class 2	-	-	-	-	-	-	-	-	5.2	5.7
Hamilton	Class 1	5.0	5.1	4.1	5.7	6.8	5.8	5.4	5.7	7.3	7.1
	Class 2	5.2	4.8	-	-	-	-	4.5	3.4	6.4	6.1
	Class 3	4.6	5.1	-	-	-	-	-	-	-	-
Hart	Class 1	7.0	5.5	7.4	6.5	8.0	7.4	6.5	6.3	-	-
	Class 2	5.2	-	-	-	-	-	5.4	5.4	-	-
	Class 3	6.2	5.9	-	-	-	-	-	-	-	-
Hine	Class 1	6.8	5.8	-	-	-	-	5.4	5.3	7.6	8.3
	Class 2	-	-	-	-	-	-	4.5	4.8	6.1	7.0
Jefferson		-	-	8.2	7.2	-	-	-	-	-	-
Johnson	Class 1	5.0	5.1	5.5	6.9	5.9	5.8	5.6	5.7	7.1	7.0
	Class 2	-	-	-	-	-	-	4.7	5.1	5.7	5.9
Kramer	Class 1	-	-	6.5	6.2	-	-	5.3	5.2	4.9	5.8
	Class 2	-	-	-	-	-	-	4.4	4.7	4.1	5.1
Langley		5.9	6.6	7.6	7.1	8.3	7.8	-	-	-	-
Lincoln	Class 1	5.2	5.4	5.6	5.6	7.1	7.0	5.4	5.4	-	-
	Class 2	4.4	4.9	-	-	-	-	4.5	4.9	-	-
Macfarland	Class 1	5.6	5.7	-	-	7.3	7.0	-	-	8.3	8.2
	Class 2	-	-	-	-	-	-	-	-	6.9	6.9
Miller	Class 1	4.5	6.1	6.2	6.6	-	-	-	-	-	-
	Class 2	5.7	5.5	-	-	-	-	-	-	-	-
Paul	Class 1	6.0	6.7	8.1	7.4	8.5	7.9	-	-	7.4	7.3
	Class 2	-	-	-	-	-	-	-	-	6.0	6.2
Raheem	Class 1	6.7	5.8	6.2	5.9	9.1	9.2	6.9	6.6	9.1	10.0
	Class 2	-	-	-	-	-	-	5.6	5.6	7.7	8.2
Randall	Class 1	7.0	7.2	-	-	8.6	9.1	-	-	2.9	2.7
	Class 2	-	-	-	-	-	-	-	-	2.5	2.4
Rowe	Class 1	5.2	5.2	5.8	6.7	5.3	5.5	5.4	8.0	6.3	8.1
	Class 2	-	-	-	-	-	-	4.5	6.8	5.2	6.8
Shaw	Class 1	4.0	4.4	6.1	6.1	7.6	8.3	3.9	3.6	7.4	5.8
	Class 2	5.5	5.5	-	-	-	-	3.3	3.3	6.0	5.1
Sousa	Class 1	6.5	6.5	5.3	6.2	9.4	9.1	7.1	6.2	-	-
	Class 2	6.5	5.9	-	-	-	-	5.7	5.4	-	-
Stuart	Class 1	5.5	4.7	7.3	6.3	7.8	7.0	7.9	8.0	-	-
	Class 2	-	-	-	-	-	-	6.6	6.8	-	-
Taft	Class 1	3.2	4.1	7.8	8.1	9.5	10.0	4.9	4.8	8.3	8.8
	Class 2	-	-	-	-	-	-	4.1	4.2	6.9	7.7
Terrell		5.3	5.3	4.2	5.0	5.4	5.7	-	-	-	-
Woodson	Class 1	7.1	7.4	-	-	-	-	6.1	6.9	8.7	8.3
	Class 2	6.1	4.2	-	-	-	-	5.1	5.8	7.4	7.1
	Class 3	5.8	5.3	-	-	-	-	-	-	-	-
[illegible]											
Brookland	Class 1	8.5	7.4	9.7	8.5	10.5	9.8	5.3	5.0	-	-
	Class 2	-	-	-	-	-	-	6.4	5.6	-	-
Eaton	Class 1	9.8	11.1	-	-	-	-	9.4	9.7	-	-
	Class 2	-	-	-	-	-	-	8.0	8.7	-	-
Hardy	Class 1	-	-	-	-	-	-	10.6	10.7	-	-
	Class 2	-	-	-	-	-	-	9.3	9.9	-	-
Lenox	Class 1	-	-	-	-	-	-	8.4	7.0	-	-
	Class 2	-	-	-	-	-	-	7.0	6.0	-	-
Takoma	Class 1	-	-	-	-	-	-	11.1	10.7	-	-
	Class 2	-	-	-	-	-	-	10.5	9.9	-	-
West	Class 1	-	-	-	-	-	-	9.3	9.4	-	-
	Class 2	-	-	-	-	-	-	7.9	8.4	-	-

1/ These results are reported in median grade equivalents (large city norms) for participating classes as measured by the Comprehensive Tests of Basic Skills, Forms S and T. Source: Pupil Appraisal Branch, Mr. Robert Farr, Director

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Summary of Results from Compilation of Statistical Data

The findings from the compilation of statistical data indicate that:

- The addition of seventh and eighth grade classes in elementary school buildings has resulted in a decrease in enrollment at certain junior high schools at a time when such decreases were not expected to occur. The possibility exists that increasing elementary school enrollments by adding seventh and eighth grades at the expense of some junior high schools is not the appropriate action.

- Junior high school buildings are generally in poorer general maintenance condition, are older, and the majority are still over-enrolled compared to their building capacities.

- The seventh and eighth grade students enrolled in elementary schools represent a higher socioeconomic status than that of the students enrolled in most junior high schools.

- The percents of seventh and eighth grade students absent between 1973-1977 in the junior high schools, compared to elementary and other schools, were generally higher, and this reflects the city-wide trend. For the one year where attendance data on seventh and eighth grade students in elementary and other schools were reported separately from data on students in grades 1-6 (1976-77), only one group of seventh and eighth graders had a better attendance record than the elementary students.

- Limited data from samples of the total city-wide seventh and eighth grade population tested by standardized tests indicate that 75% of the reading and mathematics scores of the classes of students housed in elementary buildings were at or above grade level, whereas 12% of the reading and mathematics scores of the junior high school classes were at or above grade level.

Recommendations

On the basis of the data resulting from the student survey, the two case studies, and the compilation of additional statistical data, the Division of Research and Evaluation recommends that:

1. The moratorium on the addition of seventh and eighth grade programs in elementary level buildings be continued.

2. The differences in opportunities for seventh and eighth grade level students now in elementary buildings be eliminated by providing programs and facilities comparable to those in junior high school buildings. If elimination or substantial reduction of the inequities is not feasible, the implications for continuing the program should be discussed with the parents and staff of that particular school.

3. The differences in attendance levels between elementary students and seventh and eighth graders, regardless of the building in which they are enrolled be investigated, with a view towards implementing plans to lower the percents of students absent in the seventh and eighth grades.

4. The differences in socioeconomic status and test results for seventh and eighth grade students housed in different buildings be considered as issues to be carefully studied.

5. Careful consideration should be given to the academic, social and emotional impact of eighth grade students' adjustment to a one-year program (ninth grade) in another building before entering senior high school.

6. A study group be assigned the task of considering alternative Pre-K - Grade 12 organizational patterns which could accommodate the impact of different numbers, ages, and types of students that are projected for the immediate and long-range future.

7. The alternative organizational patterns be developed in a manner compatible with the school system's comprehensive educational plan.

APPENDIXES

APPENDIX A

Schools Participating in 1977 Seventh Grade Survey

Junior High Schools	Elementary Schools
Backus	Brookland
Banneker	Eaton
Deal	Lenox
Douglass	Merritt
Eliot	Mott
Hamilton	Winston
Hine	
Jefferson	
Johnson	
Kramer	
Lincoln	
Paul	
Roper	
Sousa	
Woodson, C.G.	

Schools Participating in Case Studies

Junior High Schools	Elementary Schools
Deal	Brookland
Garnet-Patterson	Mott

Public Schools of the District of Columbia

SURVEY OF SEVENTH GRADE STUDENTS

INSTRUCTIONS: This survey is part of a study to find out some things about your school and how you feel about it. Please wait for instructions before beginning to answer the questions.

Section One

In this section you are asked to give your opinion about your school. Tell us whether you think it is:

A= excellent
B= good
C= fair
D= poor
E= don't know

1. Condition of the buildings and classrooms
2. Equipment used in courses (science labs, physical education equipment, etc.)
3. Extracurricular activities (sports teams, clubs, etc.)
4. School library
5. Academic subjects (English, mathematics, etc.)
6. Reputation of the school in the community
7. Student guidance and counseling
8. Vocational subjects (shop, home economics, etc.)
9. Teacher interest in students
10. School lunches
11. The behavior of most of the students
12. The amount of time you have between classes and the distance you have to go between classrooms

Section Two

In this section answer the questions as they apply to you.

13. Which of the following types of activities have you participated in at your school this year? (fill in all that apply)

    A. Sports teams (school or intra-mural)
    B. Student Council or Student Government
    C. Band, orchestra, or chorus
    D. School newspaper, magazine, or yearbook
    E. School clubs or activities (art, cheerleading squad, dance group, etc.)

14. For this year about what was the average amount of time you spent on homework each week?

    A. No homework was ever assigned.
    B. I had homework but I usually didn't do it.
    C. I did less than 5 hours a week.
    D. I did more than 5 hours a week.
    E. I don't know.

15. Which of these future educational plans do you have for yourself? (fill in only one.)

    A. I plan to graduate from the twelfth grade in a regular high school.
    B. I plan to graduate from the twelfth grade in a vocational high school.
    C. I plan to graduate from the twelfth grade and then attend a college or university.
    D. I plan to graduate from twelfth grade and then attend a technical school.
    E. I plan to leave school as soon as I am 16 years old.

16. If you plan to get more education after finishing twelfth grade, how do you think you would pay for it?

    A. I don't plan to get more education after twelfth grade.
    B. My parents or relatives would pay for most of it.
    C. I would have to pay for most of it myself by getting a job or scholarship.
    D. I don't know.

Turn over--------->

Section Two (continued)

17. As far as you know, how much education does your mother, father, or guardian want you to get?
    A. Wants me to graduate from the twelfth grade in a regular high school.
    B. Wants me to graduate from the twelfth grade in a vocational high school.
    C. Wants me to graduate from twelfth grade and then go to a college or university.
    D. Wants me to graduate from twelfth grade and then go to a technical school.
    E. I don't know.

18. How would you describe yourself?
    A. American Indian or Alaskan Native
    B. Asian American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.)
    C. Spanish-American (Mexican, Puerto Rican, Cuban, or other Latin American)
    D. Black or Afro-American or Negro (other than Spanish American)
    E. White or Caucasian (other than Spanish-American)

19. Why did you go to this school and not some other school? (Circle only one.)
    A. The students from my elementary school are supposed to go to this school.
    B. Because of where I live I am supposed to go to another school, but my parents/guardian wanted me to go to this school because it has more courses.
    C. Because of where I live I am supposed to go to another school but my parents/guardian wanted me to go to this school because they think it is safer.
    D. Because of where I live I am supposed to go to another school, but I chose this school because of its special courses or programs.
    E. Other

20. How often are you afraid that someone will hurt or bother you at your school?
    A. Most of the time
    B. Sometimes
    C. Almost never
    D. Never

21. In the last four weeks how many days of school did you miss? (fill in one.)
    A. None
    B. 1 - 2 days
    C. 3 - 5 days
    D. 6 - 10 days
    E. More than 10 days

22. Do you think that most of the students in your grade at this school think that getting good grades is important?
    A. Yes
    B. No

23. How would you rate yourself in reading ability?
    A. Above average
    B. Average
    C. Below average

24. How would you rate yourself in math ability?
    A. Above average
    B. Average
    C. Below average

25. If you had a question or problem about family life or sex education, where would you go first to get help?
    A. A school counselor
    B. A parent/guardian
    C. A teacher
    D. A friend
    E. Other

26. Which of the following statements about the use of tobacco, drugs, or alcohol would describe what happens at your school? (fill in all that apply)
    A. A lot of students smoke during school hours.
    B. A lot of students drink alcohol during school hours.
    C. It's a problem that students smoke during school hours.
    D. It's a problem that students drink during school hours.
    E. We don't have much of a problem with alcohol or smoking at this school.

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